

## How Stages Correlates with South Carolina Standards<sup>1</sup>

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### Mathematics Grades PreK-4 Standards and Expectations

#### NUMBER AND OPERATIONS

**Standard I: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.**

- A. Count with understanding and recognize “how many” in sets of objects.
- B. Use multiple models to develop initial understandings of place value and the base-ten number system.
- C. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.
- D. Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers.
- E. Connect number words and numerals to the quantities they represent, using various physical models and representations.
- F. Understand and represent commonly used fractions, such as  $\frac{1}{4}$ ,  $\frac{1}{3}$ , and  $\frac{1}{2}$ .

***Related Stages Assessment Activities:***

*Stage Four:* Math Readiness: Number ID, Counting

*Stage Five:* Math: Charts and Graphs, Fractions, Math Facts (+, -, x, ÷), Word Problems (+, -, x, ÷)

*Problem Solving:* Number Guess, Tic-Tac-Toe

**Standard II: Understand meanings of operations and how they relate to one another.**

- A. Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations.
- B. Understand the effects of adding and subtracting whole numbers.
- C. Understand situations that entail multiplication and division, such as equal groupings of objects and sharing equally.

***Grades 3-4 Expectations:***

- C. Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers.
- F. Explore numbers less than 0 by extending the number line and through familiar applications.

***Related Stages Assessment Activities:***

*Stage Five:* Math: Math Facts (+, -, x, ÷), Word Problems (+, -, x, ÷)

*Problem Solving:* Number Guess

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<sup>1</sup> Information found in South Carolina Mathematics Standards (2000) and Reading/English Language Arts Curriculum Standards (1998). Additional reference: Adaptations of the South Carolina Mathematics Curriculum Standards for Students Participating in Alternate Assessment. Source: <http://www.sde.state.sc.us/offices/cso/> (Accessed February 8, 2002).

**Standard III: Compute fluently and make reasonable estimates.**

- A. Develop and use strategies for whole-number computations, with a focus on addition and subtraction.
- B. Develop fluency with basic number combinations for addition and subtraction.
- C. Use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.

**Grades 3-4 Expectations:**

- B. Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.

**Related Stages Assessment Activities:**

Stage Five: Math: Math Facts (+, -, x, ÷), Word Problems (+, -, x, ÷)

## ALGEBRA

**Standard I: Understand patterns, relations, and functions.**

- A. Sort, classify, and order objects by size, number, and other properties.
- B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.
- C. Analyze how both repeating and growing patterns are generated.

**Related Stages Assessment Activities:**

Stage Four: Math Readiness: Estimating, Spatial Relationships, Explore Patterns, Continue/Fill-In Patterns, Create Patterns

**Standard III: Use mathematical models to represent and understand quantitative relationships.**

- A. Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.

**Related Stages Assessment Activities:**

Stage Five: Math: Geometry, Word Problems (+, -)

## GEOMETRY

**Standard I: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**

- A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.

**Related Stages Assessment Activities:**

Stage Four: Shapes: Explore and Assess

Stage Five: Math: Geometry

Problem Solving: Mystery Shape

**Standard II: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.**

**A.** Describe, name, and interpret relative positions in space and apply ideas about relative position.

***Related Stages Assessment Activities:***

*Stage Four: Math Readiness:* Explore Compare, Spatial Relationships

**Standard IV: Use visualization, spatial reasoning, and geometric modeling to solve problems.**

**D.** Recognize geometric shapes and structures in the environment and specify their location.

***Related Stages Assessment Activities:***

*Stage Four: Math Readiness:* Spatial Relationships

*Shapes:* Explore and Assess

## MEASUREMENT

**Standard I: Understand measurable attributes of objects and the units, systems, and processes of measurement.**

**A.** Recognize the attributes of length, volume, weight, area, and time.

**B.** Compare and order objects according to these attributes.

***Related Stages Assessment Activities:***

*Stage Five: Math:* Geometry

*Problem Solving:* Shape Mystery

*Stage Six: Explore and Assess:* Telling Time

## DATA ANALYSIS AND PROBABILITY

**Standard I: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.**

**A.** Pose questions and gather data about themselves and their surroundings.

**B.** Sort and classify objects according to their attributes and organize data about the objects.

***Related Stages Assessment Activities:***

*Stage Five: Math:* Charts and Graphs



## Reading/English Language Arts Standards for Grades K-3

### I. READING/LITERATURE

#### Kindergarten

- A. The student will understand how print is organized and read.
- B. The student will demonstrate an understanding that print makes sense.
- C. The student will develop an understanding of basic phonetic principles.
- D. The student will demonstrate comprehension of stories.
- E. The student will identify both uppercase and lowercase letters of the alphabet.

#### ***Related Stages Assessment Activities:***

*Stage Two:* All: Activities provide exposure to words as text and sound accompanied by illustrations.  
*Stage Four:* Reading Readiness: Letter ID, Letter Sounds  
*Stage Five:* Reading: Sounds  
*Stage Six:* Stories: Cody, Mitchell, Meg, Adam, Ryan  
Explore and Assess: Looking at Signs

#### Grade One

- A. The student will understand how print is organized and read.
- B. The student will apply phonetic principles to read.
- C. The student will use meaning clues when reading.
- F. The student will read and comprehend a variety of fiction and nonfiction selections.
- I. The student will read a variety of texts, such as stories, poems, [plays, directories, newspapers,] charts, and diagrams.

#### ***Related Stages Assessment Activities:***

*Stage Two:* All: Activities provide exposure to words as text, rhymes and sound accompanied by illustrations.  
*Stage Four:* Reading Readiness: Letter ID, Letter Sounds  
*Stage Five:* Reading: Sounds  
Math: Charts and Graphs  
*Stage Six:* Stories: Cody, Mitchell, Meg, Adam, Ryan  
Explore and Assess: Looking at Signs

#### Grade Two

- B. The student will use meaning clues when reading.
- C. The student will language structure when reading.
- D. The student will read fiction, nonfiction, and poetry using a variety of strategies independently.

#### ***Related Stages Assessment Activities:***

*Stage Four:* Reading Readiness: Letter ID, Letter Sounds  
*Stage Five:* Reading: Explore Sounds, Explore Context  
Math: Charts and Graphs  
*Stage Six:* Stories: Cody, Mitchell, Meg, Adam, Ryan

### Grade Three

- I. The student will read a variety of texts, such as stories, poems, [plays, directories, newspapers,] charts, and diagrams.

#### ***Related Stages Assessment Activities:***

*Stage Five: Math:* Charts and Graphs

*Stage Six: Stories:* Cody, Mitchell, Meg, Adam, Ryan

*Stage Seven: Making Words:* Explore Rhyming Words

## II. LISTENING

### Kindergarten

- A. The student will demonstrate growth in the use of language.  
 B. The student will use listening vocabularies.  
 D. The student will hear and manipulate phonemes (small units of sound) of spoken language.

### Grade One

- A. The student will continue to expand and use listening vocabularies.

#### ***Related Stages Assessment Activities:***

*There are many opportunities to observe the learner's ability to listen, both to introductory presentation of concepts and to spoken directions.*

*Stage Two:* Activities in Stage Two include short audio clips describing object attributes or short original rhymes with illustrations.

*Stage Three:* Activities in Stage Three review information similar to those in Stage Two activities. The learner then demonstrates understanding by choosing an answer using an appropriate input device.

*Stage Four: Reading Readiness:* Explore and Assess Letter Sounds

*Stage Five: Reading:* Sounds

*Math:* Explore Charts and Graphs, Explore Math Facts, Explore Word Problems, Explore Geometry, Explore Fractions

*Problem Solving:* Number Guess, Letter Scramble, Making Words, Tic-Tac-Toe, Mystery Practice

*Stage Six: Stories:* Cody, Mitchell, Meg, Adam, Ryan

*Explore:* Telling Time, Using Money, Getting Dressed, Looking at Signs, Using Objects

*Stage Seven: Making Sentences:* Spelling and Grammar, Writing Sentences

## IV. WRITING

### **Kindergarten**

**C.** The student will explore the uses of available technology for reading and writing.

### **Grade One**

**A.** The student will write to communicate ideas.

### **Grade Two**

**A.** The student will write stories, letters, and simple explanations for specific audiences.

**B.** The student will edit final copies for grammar, capitalization, punctuation, and spelling.

### **Grade Three**

**A.** The student will write descriptive paragraphs.

#### ***Related Stages Assessment Activities:***

*Stage Seven:*    *Making Sentences:* Building Sentences, Spelling and Grammar, Writing Sentences  
                          *Making Stories*